



Art & Design Delivery Grid 2020-21

'No society can afford to ignore the fact that the capacity for behaving artistically is inherent in every human being and cannot be neglected without detriment to the individual and to society as a whole'

Rudolf Arnheim

Curriculum Intent

Art offers unique opportunities for students to reveal their potential, express their ideas, develop their imaginations, and investigate a wide range of images and artefacts. The individual engaged in an art activity, whether it is expressive, imaginative, productive, reflective, or critical is developing knowledge: about themselves, others, culture, society, and about the interaction of these with ideas, processes, techniques and media. As such it is an invaluable part of the education of young people. It develops a visual language that complements other languages such as those used in mathematical, scientific, literary and factually based subjects. It encourages personal expression, imagination, sensitivity, conceptual thinking, and powers of observation, analytical abilities and practical-orientated attitudes. It is especially concerned with mental processes involved in visual experience and aesthetic

experience and develops a range of skills and concepts that can be used throughout life. This fully justifies our commitment to art education, because artistically minded people actually see (and so perceive and understand) more than artistically uneducated. Art also offers opportunities for students to develop self-knowledge, skills in evaluating themselves, in target-setting, in understanding their role and place within cultural forms, in understanding themselves as learners, such as learning how to learn. These skills are crucial to human development.

As artists and educators we fully believe that art, in all its forms, is an indispensable part of human development, and should be a part of everyday life. The Art and Design Department is therefore fully committed to pursuing its aims with the intention of providing a high quality education based on the opportunities that art provides. residential visits.

The Art & Design curriculum has been formulated to allow students to:

- Research their own and others' worlds through the eyes, minds, hearts and hands of artists
- Create using media, techniques and processes, transforming ideas, observations, experiences and feelings into images and artefacts
- Value their own and others' ideas, observations, experiences and feelings
- Criticise by formulating, articulating and communicating ideas, observations, experiences and Feelings
- Develop personal and social qualities through engagement with the forms, modes and vocabulary of visual art
- Integrate their work through the making of independent, personal and relevant images and artefacts

Curriculum Implementation

The Art and Design Department employs a range of teaching and learning styles. These are flexible, with a considered balance between the didactic and instructional, and the need for each student to develop an individual line of visual enquiry.

They include:

- Teacher led demonstration
- Student led research and experimentation
- Practical work focused on specific outcomes
- Opened-ended tasks based on themes
- Negotiated tasks and outcomes
- Collaborative work – student/student and student/teacher

Teachers within the Art and Design Department vary the teaching and learning styles to suit the needs of individual students and groups of students, and the nature of the activity. A variety of teaching and learning styles provides stimulating and motivating experiences for students. It is important to be aware of the different styles utilised and of the dominant mode if there is one. This helps to focus on the activities in the classroom in an effort to raise the attainment of all students. Furthermore a self-reflective attitude fosters the notion of continual improvement.

Teachers within the Department work hard to identify the needs and potentials of all students. In this way the Art and Design Department seeks to provide a range of meaningful experiences that enable all students to fulfil their individual potential. Teachers within the Department therefore attempt to be fully aware of the needs of individual students. This knowledge informs the planning, delivery and evaluation cycle. In this way work is tailored to the needs of the full range of abilities, including both the less and the more able.

Curriculum Impact/Achievement

The study of Art & Design provides students with a range of life-long, transferable skills that will equip them for the demands of future learning, the world of work and life in general. These include decision making, independent enquiry, creative thinking, self-management, digital literacy, communication, self-confidence, presentation, team work, self expression, research, problem solving and critical thinking.

Students realise the significance of cultural capital and the creative industries in their community, their country and the world. Students have the skills to deeply analyse visual literacy and question everyday visual messaging.

The department has a proven track record with regards to attainment, with all year groups making good progress leading to excellent results. In recent years we have also seen a growing number of our GCSE students, progressing on to study Art & Design at college/sixth form.

Year Group	Projects	Knowledge/Skills	Techniques/Media	Artists/Sources	Enrichment and Extension	Activities/Outcomes	Assessment
	The Formal Elements 14 Weeks 3 lessons per fortnight	What are the formal elements? How do artists apply them? Colour Form Tone Pattern Texture Shape contrast Composition	Painting Colour mixing and theory Colour blending – pencil crayons and pastel Shading – cross hatching, stippling, contouring, scumbling, hatching, smudging Linear drawing Stencilling – negative and positive space	Zandra Rhodes Henry Moore Giacometti Josh Bryan Mondrian	Literacy – key words and glossaries A range of contextual sources linked to the historical use of space and composition in Art & Design to develop visual language and literacy	Colour wheel Colour theory algebra Glossary of key words Colour blending study Tonal study and exercise Continuous line drawing	Base line tests Half termly Quizzes Ongoing Glossary of key words Peer assessments Gimme 5 One to one support and feedback Summative assessment at end of project
	Drawing with Scissors –collage project based on British Values 6 weeks	What is collage? Can would you describe Rex Ray's work? Abstraction, composition, Pattern, Shape Texture Colour	Collage, Drawing with Scissors, Abstraction, layering	Rex Ray, Beatrix Milhazes, Matisse	Collaborative practices – team building skills Thematic approach based on tolerance and inclusivity in today's society	Group work/ Large Collage Group presentation Small individual studies Artist case study based on political and social art	Peer assessment Quiz Glossary Group presentation Group critique and questioning Summative assessment at end of project
	Starry, Starry Night –Van Gogh Project	Who was Vincent Van Gogh?	Acrylic Watercolour pen Oil pastel	Van Gogh Seurat Monet	Link to Mental health awareness	Series of small studies including portraits and	Self and peer assessments

	6 Weeks	<p>Why is his work so celebrated?</p> <p>Mark-making, painting techniques, context, composition, analysis</p>	Photography pastel		<p>Literacy -Contextual analysis homework task of Van Gogh's work</p>	<p>landscapes in a range of media</p> <p>Artist case study</p>	<p>Hands down questioning</p> <p>Half termly Quiz</p> <p>Glossary</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>
	<p>Messy Monsters</p> <p>6 weeks</p>	<p>Who is Jon Burgerman?</p> <p>What is doodling?</p> <p>Design Illustration Graphics, composition, layout, measuring, idea generation typography working to a brief</p>	<p>Sculpture Modelling</p> <p>A range of dry media; pens, markers, pencil crayons, sharpies</p>	Jon Burgerman	<p>Environmental Issues – linked to pollution and climate change</p> <p>Working to a brief – vocational context to develop transferrable skills and competencies e.g problem solving, communication</p>	<p>Poster and character designs</p> <p>3d model of character</p> <p>Idea generation and research pages</p> <p>Design sheet</p>	<p>Group Critique</p> <p>Presentation of response to brief</p> <p>Glossary</p> <p>Peer assessment</p> <p>Quiz to help consolidate learning</p> <p>Summative assessment at end of project</p>
	<p>Hundertwasser's Dream World</p> <p>6 weeks</p>	<p>Who was Hundertwasser?</p> <p>What is the difference between 3D and 2D?</p> <p>What is an installation?</p> <p>Painting Drawing modelling construction sculpture design visual analysis</p>	<p>Cardboard construction</p> <p>Cutting</p> <p>Acrylic, watercolour</p> <p>Artist analysis</p> <p>Self evaluation</p> <p>Collaboration – team work</p>	<p>Hundertwasser</p> <p>Gaudi</p>	<p>Collaboration and team work - opportunities to focus on the sharing of ideas and investigating different roles and ways of working</p> <p>presentation/ exhibition of group installation</p>	<p>3d buildings and installation</p> <p>Small scale studies and paintings</p> <p>Mini Exhibition</p>	<p>Group Critique</p> <p>Presentation of final sculpture/installation</p> <p>Glossary</p> <p>Peer assessment</p> <p>Quiz</p> <p>Summative assessment at end of project</p>

8	Beautiful Bugs 10 weeks	Who is Christopher Marley? Is his work ethical? What is scale? Scale – grid method, scaling up and down Hand skills	Inks Fineliner Pencil crayon Watercolour Gel pens stippling	Christopher Marley Britt DeMaris Hannah Davies	Numeracy – scaling and gridding up PLTS – encouraging creative thinking, independent enquiry and reflective learning through the act of creating, exploration of new techniques and media and self-evaluation of experimentation.	A series of small studies exploring a range of techniques and processes, culminating in a final A3 piece. Glossary	Peer assessment Quiz Glossary Group presentation Group critique and questioning Summative assessment at end of project
	Movements 14 weeks	What is a movement in art & design? What are the key characteristics of Impressionism, Constructivism, Art Nouveux and Pop Art? Drawing and Painting; Contextual understanding and analysis	acrylic, watercolour, oil pastel collage felt pen	Impressionism Constructivism Art Nouveux Pop Art	SMSC –Contextual, cultural and historical sources, enabling students to experience and respond to a range of influences.	Drawing and Painting studies Contextual analysis activities Glossary	Gimme 5 Glossary Peer assessment Quiz Summative assessment at end of project
	Y8 Exam 4 weeks	Design Illustration Working to a brief	Pencil crayon Watercolour Pen	A range of children's book illustrators	Careers in Art & Design vocational practice working to a brief	Design sheet and final design for preschool alphabet book	Summative assessment at end of project
	Escape to Elsewhere 10 weeks	Fine art Illustration Working to a brief	Marbling Watercolour Ink Fine Liner	Hannah Pugh	Careers in Art & Design vocational practice working to a brief	Album/book cover Artist casestudy A series of tests, trials and studies	Group Critique and analysis tasks one to one support
9 Fine Art	Hundertwasser's Dream World 14 weeks	Who was Hundertwasser? What is the difference between 3D and 2D? What is an installation?	Cardboard construction Cutting Acrylic, watercolour	Hundertwasser Gaudi	Collaboration and team work - opportunities to focus on the sharing of ideas and investigating different roles and ways of working	3d buildings and installation Small scale studies and paintings Mini Exhibition	Group Critique Presentation of final sculpture/installation Glossary

		Painting Drawing modelling construction sculpture design visual analysis	Artist analysis Self evaluation Collaboration – team work		presentation/ exhibition of group installation		Peer assessment Quiz Summative assessment at end of project
	The Human Form - GCSE Taster Project Practical exploration of the 4 assessment criteria through the theme of The Human Form 17 weeks	Introduction to GCSE and assessment criteria; <ul style="list-style-type: none"> • AO1: Develop ideas • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and What are the proportions of the face and body? How can I draw a figure/ portrait? What is observational drawing? Basic portraiture and figure drawing Proportion	Proportions of the face and figure Life drawing Line drawing Charcoal Acrylic Pencil Graphite Paint	Hockney Giacometti Da Vinci Lucian Freud Jenny Saville	Numeracy – using fractions to develop understanding of proportion PLTS - Independent enquirers and Reflective learners. Developing their understanding of the exam criteria through practical exploration.	Series of small studies, culminating in large A1 drawings/painting	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning Group Critique Self evaluation
	Confectionery/Food & Drink 7 weeks	Exploring and Developing use of a range of media What is confectionery? How have artists used it as a stimulus? Who is Joel Penkman?	Flat painting Fine liner Pastel Oil pastel Biro Inks Pencil crayon Watercolour Photography	Patrick Caulfield Matisse Sarah Graham Marcello Barenghi Joel Penkman David Gilliver Sabine Villiard Dana J Quigley	ECM – be healthy. Healthy eating quiz PLTS – developing independent enquirers and creative thinkers through exportation of a range of techniques and processes to generate ideas and create outcomes.	A4 display book of studies and research in a range of media and techniques	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning Group Critique Self evaluation

10	Storm	How have artists used Storms and the weather to influence their work?	Painting techniques and mixed media; watercolour, acrylic, scumbling, impasto, ground, washes, scrafitto Palette knives Marbling Bubble art Weaving Monoprinting	Edward Tomek George Bellows Turner Tacita Dean Kurt Jackson Matthew Snowdon Mary Maxam Scott Naismaith Carlos Delgado Adam Hall Anna de Vries	Trip to the seaside with GCSE photography? ECM – confident and creative thinking to engage and be inspired by the natural world to communicate their thoughts and feelings.	Portfolio covering all AO's including research, idea development and refinement, recording of ideas and final outcome Plastic bag photoshoot Series of small studies studying water	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning Group Critique Self evaluation
	15 weeks	Drawing and Painting project, mixed media covering 4 AO's; <ul style="list-style-type: none"> • AO1: Develop ideas • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and meaningful response 					
11	Identity – Portraiture	What is Identity?	Acrylic, watercolour painting techniques	Tim Okamura Sandra Chevrier Laura Eddy Audrey Flack Ashkan	Trip to the National Portrait Gallery, London	Portfolio covering all AO's including research, idea development and refinement, recording of ideas and final outcome	One to one tutorials – written and verbal feedback
	45 weeks	Main coursework project covering 4 objectives <ul style="list-style-type: none"> • AO1: Develop ideas • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and meaningful response 	Colour mixing for skin tone Collage Mixed media Surface texture – distressing, acrylic transfer Mindmapping Idea generation	Honarvar Petra Dufkova Dain Mark Powell Caroline Rudge Patrick Bremar Bobby Neel Adams Emma Uber Ray Turner Georgina Luck Paul Wright Martin O'Neill	ECM – Personal exploration of the theme of identity and the self to encourage confident and successful learners who can interpret and express their emotions and ideas.		Termly Internal standardisation Questioning Group Critique Self evaluation
	Skills Workshop		Personal research				
	9 weeks	Standalone pieces to complete coursework portfolio Presentation of full portfolio	Observational drawing Contextual analysis Drawing Painting Printmaking Acrylic transfer	Alison Lambert John Piper Ian Murphy	PLTS – developing independent enquirers and creative thinkers through exportation of a range of techniques and processes to	<ul style="list-style-type: none"> • Still life • Printmaking • Developing of movements pieces • Artist casestudy 	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning

			photography		generate ideas and effective outcomes.	<ul style="list-style-type: none"> • Alison Lambert charcoal portrait • Acrylic transfer - portrait • Ian Murphy – ink and biro study • John Piper mixed media study • Pencil Crayon -Magnified Pepper/ Orange • Art Nouveux study • Photography workshop 	Group Critique Self evaluation
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